Digital Sound Recording

Course: Digital Sound Recording		**Total Framework Hours:** 540
CIP Code: 100203	☐ Exploratory ☒ Preparatory	**Date Last Modified:** 3 February 2023
Career Cluster: Arts, Audio/Visual Technology and Communications		**Cluster Pathway:** Audio and video technology and film

Course Summary:
This course is meant to introduce students to the sound and anguage of music, and provide technical audio foundational skills, and 21st-century skills that will inform and enable them to progress in their current and future musical/audio projects. Sound design is a multi-faceted field, creative and technical. Thus the course will also investigate sound-tracking for different media forms including animation, game design, film, FX, listening and live experiences. This course prepares students for audio / video communication, particularly in messaging communications, audio story-telling, radio broadcasting, news broadcasting, emcee and announcing, sound-tracking, sound design, live event setup & production, mixing and mastering tracks, synthesizers and plugins and virtual instruments, event triggering for live scene production, microphone techniques, vocal recording, sound FX, collaboration, multit-racking, studies in popularization and data trending, DAW orchestration & in a 21st century digital society.

Concepts and Skills Covered:

Theory

- Apply rhythm to construct beats
- Apply formal structure to extend a composition following traditional pop song structure
- Looping music tracks or samples
- Identify and re-create major scale patterns; apply scales to generate melodies
- Identify key signatures and forms of triads
- Convert between relative keys or parallel keys using MIDI
- Compose using multiple voices
- Analyze harmonic passages, and various vocal parts of a song
- Apply basic chords & triads to construct patterns & chord progressions
- Apply dynamics to cadence patterns to punctuate harmonic phrases
- Compose using modal scales or non-diatonic scales

Musicianship

- Identify basic keyboard notes
- Develop individual instrument or controller-dependent skills
- Read and identify simple rhythms and notes in standard notation
- Develop Ear Training skills to critically listen to identify rhythms, intervals, triads, scales, chords, cadences, modal scales and notes.
- Transcribe music into MIDI note data or written notation

History/Appreciation

- Investigate the beginnings of tone creation and electronic manipulation
- Differentiate musical instruments and their respective families
- Investigate trends in 20th Century music
- Investigate patterns in contemporary music genres and releases
- Investigate video game & music in user-directed AI/VR environments
- Investigate Foley & Sound FX for film-making and animation

Engineering/Sound Design

- Produce music using a Digital Audio Workstation (DAW)
- Gain competency with use of digital music production tools and processes
- Sample music clips
- Generate synthesized sounds
- Sequence drums to generate beats and patterns
- Record with a variety of microphones & investigate positioning and polarity patterns
- Generate sound effects for Games or Media or VR
- Learn basic signal flow for recording and mixing
- Apply gain staging to a mixer and mixing session
- Apply bussing, equalization, FX and compression to a mixing session
- Construct composite sound effects using layers of audio
- Implement audio events in a game engine or soundtrack
- Learn basics of music theory including notation, keys and music analysis
- Apply elements of rhythm, harmony and pitch
- Develop skills in transposition and composition
- Develop a more intuitive understanding through ear training
- Expand music history and genres
- Learn additional tools for sampling, plugins, VSTis, scene and event live triggering (involves code)
- Compose custom music for a game or media project

UNIT 1: MUSIC THEORY AND MUSICIANSHIP I

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate an understanding of the fundamentals of pitch and rhythm that will include a study of the physics of sound, octave registers, notation, major scales, major key signatures, rhythm, note values, beat, and tempo with an inclusion of basic musicianship skills such as ear training, rhythm dictation and keyboard proficiency.
- Through a series of in-class activities, students will demonstrate an understanding of minor scales, minor key signatures, scale degrees, meter, beat divisions, ear training, and keyboard proficiency.
- Students will, through the use of keyboards or music software, demonstrate an understanding of minor scales, minor key signatures, scale degrees, meter, beat divisions, and sight singing, Ear Training, and keyboard proficiency.
- Students will demonstrate an understanding of basic notation software, ear Training, and keyboard proficiency through creating a loop.

Leadership Alignment:

Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, apply technology effectively, manage goals and time, work independently, interact effectively with others, and produce results, as they complete *activities with keyboards and software*.

Standards and Competencies

Unit 1: Music Theory and Musicianship I

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 90**

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks

- Interpret or modify music, applying knowledge of harmony, melody, rhythm, and voice production to individualize presentations and maintain audience interest.
- Specialize in playing a specific family of instruments or a particular type of music.

Technology Skills

- Music editing software or analog device

Knowledge

- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Abilities

- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities
- Study details of musical compositions.

Aligned Washington State Standards

Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.

Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **4. Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	

Science	
Social Studies	

UNIT 2: MUSIC HISTORY AND LITERATURE I

COMPONENTS AND ASSESSMENTS

Performance Assessments:
• Students will demonstrate an understanding of active listening, the cultural roles in music, music genres, musical elements, western art and world music, and the music of antiquity.
• Students will, through exercises and essays about composers and their work, demonstrate an understanding of how music was impacted during the following periods:
• Students will create a presentation analyzing a particular piece by breaking down its form, purpose in argument
  o 20th & 21st Century Periods
  o Multiplicity of Genres of Music including Rock, Pop, Hip Hop , R&B, Jazz, Folk, House, etc

Leadership Alignment:
Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, and work independently as they research and write for *essays and exercises.*

Standards and Competencies

Unit 2: Music History and Literature I

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 30**

O*Net Summary Report for Musicians and Singers Updated 2022

Knowledge
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities

- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

Detailed Work Activities

- Study details of musical compositions.
- Conduct research to inform art, designs, or other work.

Aligned Washington State Standards

Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.

Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
English Language Arts	**COMMON CORE ENGLISH LANGUAGE ARTS** **Writing standards for literacy in history/social studies, science, and technical subjects** WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented. WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.11-12.2.D Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 3: AUDIO ENGINEERING I

COMPONENTS AND ASSESSMENTS

Performance Assessments:

• Students will demonstrate an understanding of sound pressure, basic waveforms, frequency, amplitude, harmonics, noise, samples, bit rate, A/D conversion, oscillators, VCO's, LFO's, step sequencing,timbre, shape, waveforms;, envelops, resonance, cutoff, fm, filter, voice, clock, arpeggiator, mod matrix, and basic sound synthesis.

• Students will set up equipment to demonstrate their understanding of microphones, pre-amplifiers, gain, compressors, mono, equalizers, signal routing, busses, inserts, and sends, microphone placement, microphone accessories, script writing and editing, voice acting, and editing voice files.

• Students will demonstrate an understanding of file-naming structures, metadata, Foley surfaces and props, field recorders, editing, sound effect libraries, layering, and pitch shifting, reversing, and sweeteners.

• Through hands-on exercises, students will demonstrate an understanding of volume mixing, compression, equalization, reverb, automation, and mixing practices for a variety of instruments in creating a studio session recording

Leadership Alignment:
Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage products, produce results, and be responsible to others as they complete *hands-on exercises.*

Standards and Competencies

Unit 3: Audio Engineering I

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 60**

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks
- Apply knowledge of harmony, melody, rhythm, and voice production to individualize presentations and maintain audience interest to interpret or modify music.

Technology Skills
- Music or sound editing software

Knowledge
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Abilities
- **Hearing Sensitivity** — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Auditory Attention** — The ability to focus on a single source of sound in the presence of other distracting sounds.
- **Speech Clarity** — The ability to speak clearly so others can understand you.

Work Activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities
- Study details of musical compositions.

Aligned Washington State Learning Standards	
Arts	**EALR 4 - MUSIC** 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes & evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including music careers.
Computer Science	3B.AP.11 Evaluate algorithms in terms of efficiency, correctness & clarity. 1B.AP.14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs. 3B.DA.06 Use data analysis tools to identify patterns in data representing complex systems. 3B1C.26 Evaluate impact of equity, access, and influence on distribution of computing resources in a global society. 3B.1C.28 Debate laws and regulations that impact the development and use of software
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences. **7. Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
English Language Arts	
Environment & Sustainability	

Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 4: MUSIC & SOUND FOR FILM, VIDEO GAMES, AI, & INTERACTIVE MEDIA

COMPONENTS AND ASSESSMENTS

Performance Assessments:
Students will create, render, and replay multiple small compositions to demonstrate an understanding of the DAW's interface, video formats, editing software, frame rate, resolution, codecs, and editing digital waveforms. Students will demonstrate an understanding of the importance of tempo, key, digital audio vs. MIDI, and time stretching.

Leadership Alignment:
Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage products, produce results, and be responsible to others as they write, record, and produce *small compositions*.

Standards and Competencies

Unit 4: Music & Sound for Film, Video Games, AI & & Interactive Media

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 90**

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks

- Interpret or modify music, applying knowledge of harmony, melody, rhythm, and voice production to individualize presentations, including looping, foley, and post production sound.

Technology Skills

- Music or sound editing software

Knowledge

- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities

- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities

- Study details of musical compositions.

Aligned Washington State Learning Standards

Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **2: Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **4. Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. **6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	

Science	
Social Studies	

UNIT 5: MUSIC THEORY & MUSICIANSHIP II

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate an understanding of the basic principles of voice leading in the common practice era, instrumentation, Ear Training, and keyboard controller proficiency.
- Through live performance, students will demonstrate an understanding of:
  - The intermediate principles of voice leading in the common practice era, instrumentation, sight singing, ear training, and keyboard proficiency.
  - Beginning root-position part writing, texture, and melodic structure in the common practice era along with ear training, and keyboard proficiency skills.
  - Intermediate root-position part writing, texture, and formal structure in the Classical era along with sight singing, ear training, and keyboard proficiency skills.
- Students will demonstrate an understanding of harmonic progressions, pattern sequences, and advanced music notation in the Romantic era along with ear training, and keyboard proficiency skills.
- Using written compositions and performance, students will demonstrate:
  - An understanding of harmonic progressions, harmonic sequences, and advanced music notation in the 20th century era along with ear training, and keyboard proficiency skills.
  - First inversion triads, advanced music notation, folk/traditional/World music styles, along with ear training and keyboard proficiency skills.
    - An intermediate understanding of first inversion triads, advanced music notation, Jazz music styles, along with ear training and keyboard proficiency skills.
- Students will demonstrate a basic understanding of second inversion triads, advanced music notation, popular music styles (rhythm and blues, rock, pop), along with ear training and keyboard proficiency skills.

Leadership Alignment: Students will demonstrate the ability to write and perform musical compositions as they think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, work independently, interact effectively with others, within diverse teams, manage products, produce results and be responsible to others.

Standards and Competencies

Unit 5: Music Theory & Musicianship II

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 90**

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks

- Interpret or modify music, applying knowledge of harmony, melody, rhythm, and voice production to individualize presentations and maintain audience interest.
- Specialize in playing a specific family of instruments or a particular type of music by creating a song composition or studio session recording.

Technology Skills
- Music or sound editing software

Knowledge
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Coordination — Adjusting actions in relation to others' actions.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Abilities
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities
- Study details of musical compositions.
- Conduct research to inform art, designs, or other work.

Aligned Washington State Learning Standards	
Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to

	style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **4. Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

	6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 6: MUSIC HISTORY AND LITERATURE II

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate an understanding of active listening, the cultural roles in music, music genres, musical elements, western art and world music, and the music of antiquity.
- Students will, through exercises and essays about composers and their work, demonstrate an understanding of how music was impacted during specific time periods
- Students will also research what is involved in pursuing a career in music

Leadership Alignment:

Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, and work independently as they research to write an oral argument &/ exercise . Students will also research a career in a music or sound related field and report findings back to their peers.

Standards and Competencies	
Unit 6: Music History and Literature II	
Industry Standards and/or Competencies	**Total Learning Hours for Unit: 30**

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Knowledge
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.

Abilities
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

Detailed Work Activities
- Study details of musical compositions.

Aligned Washington State Learning Standards	
Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings.

	EALR 2 - MUSIC 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
English Language Arts	**COMMON CORE ENGLISH LANGUAGE ARTS** **Writing standards for literacy in history/social studies, science, and technical subjects**

	WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented. WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extend ed definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.11-12.2.D Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to t he expertise of likely readers. WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
Environment & Sustainability	
Financial Education	FINAN 12.EL Explore job and career options. Compare sources of personal income and compensation. Analyze factors that affect net income. Analyze requirements of contractual obligations.Control personal information.
Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 7: AUDIO ENGINEERING II

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will use computers and sound recording software to create footsteps on various surfaces, impacts, hits, human sounds, explosions, parts of explosions, explosion types,communication devices, ambient sound, mechanical and industrial sounds, fire, transportation, weather sounds, nature sounds, animals, monsters, or mythical creatures as well as other sound FX, Foley, and sampling for contemporary compositions

Leadership Alignment:

Students will demonstrate the ability to create sound FX through creative thinking, effective reasoning, systems of use thinking, problem solving, clear communication, evaluating and accessing information, and managing that information through analyzing or creating media products, applying effective technologies, managing goals and independent work time, interacting effectively with others, working effectively in diverse teams, manage products, produce results, and be responsible to others.

- Students will demonstrate an understanding of sound synthesis and physical modeling, VSTi's, sampling, and hands-on lab projects.
- Students will demonstrate an understanding of equalization, dynamic compression, instance limiting and optimization through managing peer collaborations on a song or soundtrack

Unit 7: Audio Engineering II

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 60**
Standards and Competencies	

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks

- Interpret or modify music, applying knowledge of harmony, melody, rhythm, and voice production to individualize presentations and maintain audience interest.

Technology Skills

- Music or sound editing software

Knowledge

- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of compo sition, and grammar.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as a ppropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Abilities

- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Speech Clarity — The ability to speak clearly so others can understand you.

Work Activities

- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities

- Study details of musical compositions.

Aligned Washington State Standards	
Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music. **EALR 3 - MUSIC** 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history.

	4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
Computer Science	
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences. **7. Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning
English Language Arts	Technical Writing for Contracts
Environment & Sustainability	
Financial Education	11.FD. Students will learn the Financial Decision-Making through analyzing costs associated with risks and expenses in business and analyze financial obligations that make a contract legal and binding. Students will identify where to find the steps to resolve identity theft problems as recommended by the Federal Trade Commission and relevant financial institutions. Students will develop a personal plan or budget including goals...

Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 8: MUSIC & SOUND FOR FILM, VIDEO GAMES, AI, & INTERACTIVE MEDIA

COMPONENTS AND ASSESSMENTS

Performance Assessments:
Students will demonstrate an understanding of the game audio pipeline production process, the DAW, sound libraries, the recording studio, audio middleware, source control, game engines, audio engines, and production software by creating musical assets triggered by events to be initiated through controllerism for live event production.

Leadership Alignment:
Students will demonstrate the ability to think creatively, reason effectively, use systems thinking, solve problems, communicate clearly, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage products, produce results, and be responsible to others as they design music and sound for *video game projects.*

Standards and Competencies

Unit 8: Music & Sound for Film, Video Games, AI & & Interactive Media

Industry Standards and/or Competencies	**Total Learning Hours for Unit: 90**

O*Net Summary Report for Musicians and Singers Updated 2022

Tasks
- Interpret or modify music, applying knowledge of harmony, melody, rhythm, and voice production to individualize presentations and maintain audience interest.

Technology Skills
- Music or sound editing software

Knowledge

- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Speech Clarity — The ability to speak clearly so as to be understood by others.

Work Activities

- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Detailed Work Activities

- Study details of musical compositions.

Aligned Washington State Standards

Arts	**EALR 1 - MUSIC** 1.1.1 Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music. 1.1.2 Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music. 1.1.3 Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music. 1.1.4 Analyzes, understands, and applies the element *form* while creating, performing, and responding to music. 1.1.5 Analyzes, understands, and applies the element *expression* (*dynamics*, *style*, *tempo*, *phrasing*) while creating, performing, and responding to music. 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. 1.3.1 Analyzes musical experiences of diverse genres, artists, cultures, and/or times. 1.4.1 Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings. **EALR 2 - MUSIC** 2.1.1 Applies a creative process—including analysis and evaluation—to create music. 2.2.1 Applies a performance process—including analysis and evaluation— when creating a musical performance. 2.3.1 Applies a responding process—including analysis and evaluation— when experiencing music.

	EALR 3 - MUSIC 3.1.1 Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas. 3.2.1 Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose. **EALR 4 - MUSIC** 4.1.1 Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines. 4.2.1 Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas. 4.3.1 Analyzes and evaluates how music impacts national economic, political, and environmental choices. 4.4.1 Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history. 4.5.1 Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
Computer Science	1B.CS.03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting ideas. 1B.AP.14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs.
Educational Technology	***Grades 9-12 Standards for Technology Literate and Fluent Students*** **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **2: Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **4. Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

	6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

21st Century Skills
Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others